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| Unit 4B: Day Wednesday: Practicing Descriptive Feedback | | Grade |
| 105 min | Math Learning Goals   * I will understand the development of fraction understanding in young children * I will critique learning goals * I will develop success criteria linked to a specific learning goal * I will develop my ability to provide descriptive feedback | Materials   * Samples of student work – same question to students in kindergarten through grade 4 * Success for All document (?) * Mathematics curriculum document |
|  | 🡪Think, Pair, Share: Partners  Evaluating Lesson Goals; Designing Success Criteria  Participants review a series of ten lesson goals for fractions – appropriate for kindergarten through grade 4. With a partner, discuss which learning goals are successful, and for the ones that are not as effective, work together to improve them.  Participants then select one learning goal from the set, and work on setting up success criteria which would reflect this learning goal.  Pairs then “square” with another group to share their thinking and ideas. | Professional  dialogue dialogue |
| Minds On… |
| 30 minutes |
|  | 🡪Learning Centres: Small Group  Providing Descriptive Feedback  Share learning goals (and success criteria?) for two K-4 fraction activities: Sharing treasure (equipartitioning gold pieces) and sharing pirate birthday cake (questions from Teaching Children Mathematics, April 2012, p. 482-489) \*ask Shelley about getting permission to use this article??  Group participants by grade. Participants receive the student questions, and predict and record the anticipated student responses. Then, each grade group uses the learning goal (and creates success criteria – I think I like this better). Groups are then provided with student work samples from both problems, and participants create descriptive feedback based on the student work samples. These are posted on chart paper and annotated for posting.  If time, each group moves to the chart paper for the previous grade level and provides further descriptive feedback – and/or in another colour, provides descriptive feedback on the descriptive feedback. | diExplicitly identify planned differentiation of content   * Lesson artefacts student_work * afl *Assessment* ***for*** *learning*  (inform future instruction) * aal *Assessment* ***as*** *learning*  (reflection) |
| Action! |
| 60 minutes |
|  | 🡪Gallery Walk  Student work is posted by grade level. Participants circulate and look for evidence of a continuum of understanding.  On large stickies, annotate identifiable strategies, practices and emergent relationships.  Provide teachers with the article from NCTM April 2012, Fair Shares, Matey, or Walk the Plank!  Use the following quote for journal reflection (if time): | Professional  dialogue dialogue |
| Consolidate Debrief |
| 15 minutes |
|  | Home Activity or Further Classroom Consolidation |  |